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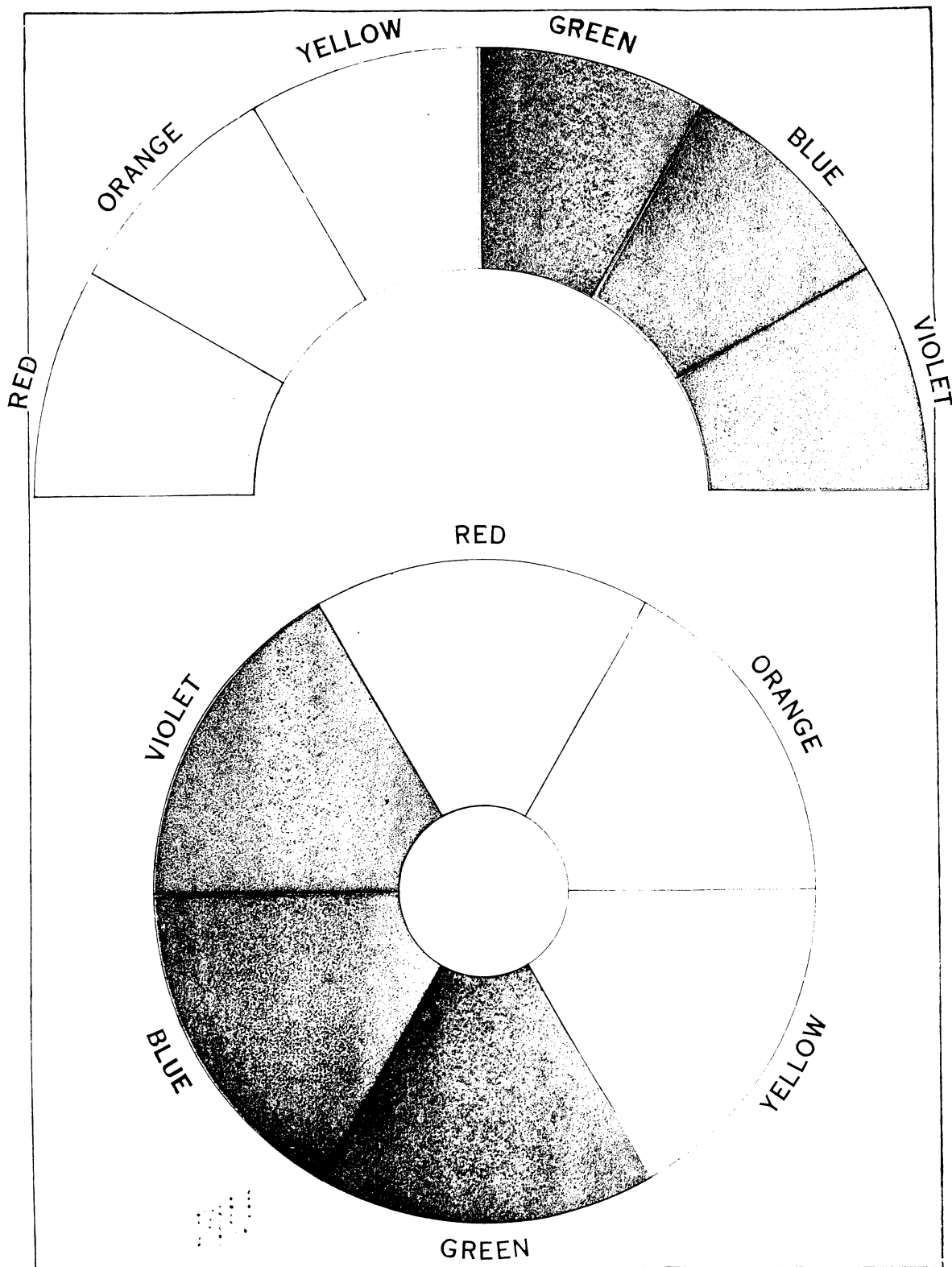
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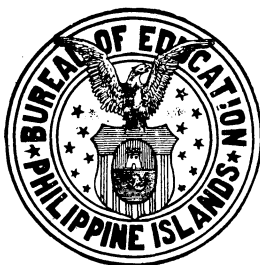


STANDARD COLOR CHART.

THE GOVERNMENT OF THE PHILIPPINE ISLANDS  
DEPARTMENT OF PUBLIC INSTRUCTION  
BUREAU OF EDUCATION

DOCUMENTS SECTION

# FREE-HAND DRAWING FOR PRIMARY GRADES



## GRADES I AND II

MANILA  
BUREAU OF PRINTING  
1917

## FOREWORD.

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The first edition of this course of study in drawing was published in 1915. It has met the need for a definite, simple course and for a manual suited to the ability of the average primary teacher. Through its use, instruction in drawing has undoubtedly improved and will continue to do so as teachers come to feel more keenly the necessity of greater attention to method of work in this subject.

This outline is an attempt to prepare a carefully graded course that provides for gradual development and for correlation between drawing and primary industrial work and language. The definite instructions to teachers have proved helpful.

This course was outlined by Mrs. Mary W. MacNeel of the General Office of this Bureau.

W. W. MARQUARDT,  
*Director of Education.*

MANILA, *February 21, 1917.*

## INTRODUCTION.

In first and second grade drawing the children's interest must be sustained by rapid work. Children like to reproduce drawings placed before them unless the teacher makes the work too difficult for them.

The drawing lessons herein outlined can be used in connection with spelling and language if only the simplest names of objects, specimens, and colors are taught.

### REQUIREMENTS OF PUPILS.

1. Good placing.
  - (a) Drawings of tall specimens, such as grasses and long-stemmed flowers, must begin at the lower edge of the paper and must not extend within six centimeters of the upper edge.
  - (b) Drawings should not extend diagonally across the paper.
  - (c) All object work must have a table line.
2. Drawings in proportion to size of paper.
3. Broad, soft lines.

Lines should not be drawn with rulers except in construction work.
4. There should be no details shown in nature work.

### REQUIREMENTS OF TEACHERS.

1. Make an enlarged color chart with crayons, copying the inclosed plate. Hang this chart in the front part of the room, and refer to it when you use the names of the colors in spelling or in language; also when discussing the colors found in any of your nature work.
2. Give the drill for position at the beginning of each drawing period.
3. Pass up and down the aisles during a drawing lesson and assist the children.
4. Have a short discussion or criticism of the work at the close of each period.
5. In nature and object work, try to give each pupil a specimen.
6. Keep all the sheets required from each pupil in envelopes until the end of the year for inspection. Then return them to the pupils.
7. Keep this manual for your own use. Do not allow the children to see it.

### MEDIUMS OF EXPRESSION.

Splints, corn, pencils, charcoal, drawing paper, and chalk will be the mediums in the first and second grades. Charcoal can be used instead of pencils and is very good for outline work.

NOTE.—When it is found necessary to erase charcoal work, do so by flicking it with a cloth. Never use an eraser on it.

## BLACKBOARD DRAWING.

Let the children draw at the blackboard either in class or at other times.

They should use the side of very short pieces of chalk held vertically for outline work. For all mass work, they should hold the chalk so that the entire length of the side of the chalk touches the blackboard. The point of a piece of chalk must never be used in drawing.

### DISTRIBUTION OF MATERIALS.

Make careful preparation of all necessary materials *before* each lesson.

Keep the pencils in a box and have a monitor distribute them at the beginning of each lesson requiring the use of them.

Have two other monitors distribute the paper, two sheets to each pupil.

Have the monitors collect the finished drawings.

Have the pencil monitor collect the pencils.

The children like to serve as monitors and can do the work quickly and quietly if you have made proper preparation.

### DRILL.

Do not say much about position to primary children but do not allow them to bend over their work. Such a position gives them an incorrect viewpoint, and is injurious to their eyesight. Try to get them to hold their pencils lightly about 4 centimeters from the point. The arm and wrist movement must be free.

You will save time by giving the following drill at the beginning of each drawing period in which the pupils are to use pencils or charcoal.

Clear desks.

Place lower edge of paper parallel to lower edge of desk.

Feet flat on floor.

Sit up straight.

Take up pencils (or charcoal).

Hold paper with left hand.

Work.

### METHODS.

In this subject, as in all others, much depends upon your preparation and presentation of the lesson.

Most of the lessons in free-hand drawing in the first and second grades are in imitation. When this is the case, make a large drawing of the lesson upon the blackboard. Keep it covered until the drawing period. Talk about the shape and relation of the dimensions of objects, the growth and color of the stems and flowers of specimens, the quality of line you wish the children to use, the placing on the paper, and the margins.

When objects are to be drawn by imitation, place six or seven objects about the room on vacant desks or on boards resting on the desks and extending across the aisles. Place one or two of the objects in the front part of the room, if possible. Or better, give an object to each child. Talk about the shape and the relation of the dimensions of the object, the placing of the drawing, and the quality of line to be used.

If you are giving an imitation lesson in nature drawing, pin two well-selected specimens to sheets of white paper and place them on the front wall. Give the children their own specimens and talk over the colors of the flowers, leaves, and stems with them. Have them find these colors on the color chart. Talk about the shape of the flower petals, how the leaves and flowers grow from the stems, the placing on the paper, and the quality of line to be used.



For a lesson in construction always have a well-made example to show the class. Explain each step of its construction very carefully *as* the children work. In all construction and design work the length and width of lines and the spacing must receive careful attention.

Be sure that the children understand just what is required of them in each lesson. Bring out the idea that primary drawing consists of a few lines in their proper position. These few lines must illustrate the idea to be expressed.

Have the monitors distribute the materials while the pupils sit quietly in their seats. Then talk about the lesson.

Give the drill for position and, as the children work, pass up and down the aisles and help them. Sometimes sit down with a child and show him just how to work.

Take four or five minutes at the close of each lesson to talk about the work.

#### CRITICISM.

A few minutes of the drawing period should always be devoted to criticism. Select a few of the best and a few of the poorest drawings and put them in front of the class where all can see them. Emphasize the good points in each drawing. Lead the children gradually to talk about them in the simplest sentences. Later, when they have a greater command of English, they can criticize more fully. Make all criticism as favorable as possible.

# SUPPLIES FOR GRADES I AND II.

| Articles.              | Annual quota.   |
|------------------------|---|
| Bamboo splints.....    | 5, 5 centimeters long and $\frac{1}{8}$ centimeter wide }<br>5, 10 centimeters long and $\frac{1}{8}$ centimeter wide } for each pupil.<br>5, 10 centimeters long and $\frac{1}{8}$ centimeter wide } |
| Corn.....              | 5 kernels for each pupil.   |
| Soft lead pencils..... | 1 for each pupil.   |
| Charcoal.....          | 1 small stick for each pupil.   |
| Drawing paper.....     | 140 sheets of rough brown paper about 15 by 23 centimeters<br>for each pupil.   |
| Wrapping paper.....    | 1 sheet for 2 pupils.   |
| Paste.....             |   |

## ADJUSTMENTS NECESSITATED BY THE HOLDING OF DIVISION NORMAL INSTITUTES.

If the division institute is held in June, so that the primary schools will not be open during that month, the work outlined for the first two weeks during which the classes are actually held shall be omitted and the June work substituted.

In case the institute is held at another time during the school year, the work outlined for the period during which the primary schools are closed shall be omitted.

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## FIRST GRADE.

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## JUNE.

*Time.*—Three twenty-minute periods a week.

*Materials.*—Bamboo, rulers, knives.

*Forms to be made.*—Splints of bamboo.

*Teacher's preparation.*—Have the children bring bamboo and knives to school before the first lesson.

*Presentation.*—Give the children as much time as they need in which to make their splints. If they complete the work before the end of the month, start them on the July outline.

*Requirement from each pupil.*—

5 splints 5 centimeters long, about  $\frac{1}{8}$  centimeter wide.

5 splints 10 centimeters long, about  $\frac{1}{8}$  centimeter wide.

5 splints 20 centimeters long, about  $\frac{1}{8}$  centimeter wide, and other odd lengths that may be left.

(Each one should keep his splints in a little bag or box.)

## JULY.

*Time.*—Three twenty-minute periods a week.

*Materials.*—Splints, pencils, charcoal, paper.

*Forms to be represented.*—Native objects by imitation. (First week, Nos. 1, 2, 3, 4, Plate I; second week, Nos. 5, 6, 7, Plate I; third week, Nos. 8, 9, 10, 11, Plate I; fourth week, any four of Nos. 1 to 11, Plate I.)

*Teacher's preparation.*—Draw a week's work on the blackboard. Make the drawings large enough to be seen from the back of the room.

Draw four objects on paper so that you may be prepared to assist the children in placing their objects properly.

*Presentation.*—For the first lesson or the first two lessons of each week, have the children represent these drawings by their splints. They may be able to make more than one copy during a period.

For the other lesson or lessons of each week, have them draw the same objects, after showing them your paper of drawings. They may use either a very soft pencil or a piece of charcoal. The drawings must be large.

*Requirement from each pupil.*—One sheet containing four drawings.

## AUGUST.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Grasses and flowers by imitation. (First week, No. 1, Plate III; second week, No. 2, Plate III.)

*Teacher's preparation.*—Draw a week's work on the blackboard. Make the drawings large enough to be seen from all parts of the room.

Draw one flower on paper so that you will be prepared to help the pupils place their drawings properly.

*Presentation.*—Have the children reproduce these drawings with soft gray lines, after showing them your paper and talking about the placing. They may use both pencils and charcoal.

*Requirement from each pupil.*—One sheet containing grasses and one showing flowers.

### THIRD WEEK.

*Materials.*—Splints.

*Forms to be represented.*—Borders made with lines. (Nos. 1, 2, 3, 4, Plate VIII.)

*Teacher's preparation.*—Make a large copy of these borders on the blackboard. Be sure that the short lines in Nos. 3 and 4 are one half the length of the other lines.

*Presentation.*—Have the children reproduce these borders with their splints. When they can keep the splints straight and the spaces even, have them place splints as they count slowly with you 1, 2—1, 2, for No. 3; and 1, 2, 3—1, 2, 3 for No. 4. Have them practice until they can make good, even borders quickly.

### FOURTH WEEK.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Borders made with lines.

*Teacher's preparation.*—Keep the third week's borders on the blackboard.

*Presentation.*—Have the children draw these borders. When they can make good ones, consisting of straight lines and even spaces, they may draw Nos. 3 and 4 as they count quietly with you. Each border should extend across the paper and each edge of it should be uniformly distant from the corresponding edge of paper.

Do not allow the use of rulers or a straightedge of any kind. This work is all to be free-hand drawing.

*Requirement from each pupil.*—One sheet of borders.

## SEPTEMBER.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Splints, corn, pencils, charcoal, paper.

*Forms to be represented.*—Action figures. (Nos. 1, 2, 3, 4, Plate VI.)

*Teacher's preparation.*—Draw the figures on the blackboard and on drawing paper.

*Presentation.*—For the first lesson or the first two lessons of each week, have the children represent the figures with splints. Use corn for the heads. For the other lesson or lessons of each week, they may draw them, of uniform height, with soft gray lines. They should place the rows of figures at equal distances from the edges of the paper as you have done on your paper. Show that to them and talk about the placing before they begin drawing.

*Requirement from each pupil.*—One sheet of figures.

### THIRD AND FOURTH WEEKS.

*Materials.*—Splints, corn, pencils, charcoal, paper.

*Forms to be represented.*—Action figures. (Nos. 5, 6, 7, 8, Plate VI.)

*Teacher's preparation.*—Draw the figures on the blackboard and on paper.

*Presentation.*—The same as in the previous lessons of September.

*Requirement from each pupil.*—One sheet of figures.



## OCTOBER.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Splints, pencils, charcoal, paper.

*Forms to be represented.*—Designs for mats. (Nos. 5 and 6, Plate VIII.)

*Teacher's preparation.*—Make large, accurate drawings on the blackboard. Also make both designs on paper.

On half of a sheet draw a square extending to within about 2.5 centimeters from the upper and lower edges. In this large square draw 36 small squares. Fill in the alternate squares with mass drawing.

On the other half make No. 6 as a border containing 27 small squares. (See the plate.) Fill in these alternate squares with mass drawing.

*Presentation.*—Talk about your designs on the blackboard and show the class your sheet of designs. Then explain to them how to make theirs. All this work must be as accurate as possible without the use of rulers. This is all free-hand work.

*Requirement from each pupil.*—One sheet of designs.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Fruits and vegetables by imitation. (Nos. 1 to 6, Plate XI.)

*Teacher's preparation.*—Draw enlarged copies on the blackboard. Have on your table the fruits and vegetables you wish the children to draw.

On paper, draw one outline drawing and one mass drawing of a fruit or vegetable.

*Presentation.*—Lead the children to compare the objects with the blackboard drawings before they reproduce them in very soft lines and masses. Help them with the placing by showing them your paper.

*Requirement from each pupil.*—One sheet showing one outline drawing and one mass drawing of a fruit or vegetable.

## NOVEMBER.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Splints, corn, pencils, charcoal, paper.

*Forms to be represented.*—Action figures. (Nos. 9 to 14, Plate VI.)

*Teacher's preparation.*—Draw large figures on the blackboard and on paper.

*Presentation.*—Have the children reproduce the figures with splints and corn first, and later draw them with both pencil and charcoal. Show them your paper and talk about the placing. The lines should be soft and gray.

*Requirement from each pupil.*—One sheet containing any four of these figures, well-placed.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Objects by imitation. (Nos. 1, 2, 3, 4, Plate II.)

*Teacher's preparation.*—Draw these figures on the blackboard. If possible have a candle and a glass on your table.

*Presentation.*—Lead the children to compare the objects with the drawings on the blackboard before they reproduce them. Work for large drawings and good placing.

*Requirement from each pupil.*—One sheet containing Nos. 1, 2, 3, or one sheet showing No. 4, Plate II.

## DECEMBER.

*Time.*—Three twenty-minute periods a week.

*Materials.*—Pencils, charcoal, paper.

*Forms to be made.*—Christmas cards. (Nos. 7, 8, 9, Plate VIII.)

*Teacher's preparation.*—Draw several enlarged cards on the blackboard showing different borders that can be used. Make two cards, using two different borders. One piece of drawing paper will make two cards by dividing it into halves and placing the border 1 centimeter from the edge. Make the border 1 centimeter wide and make it exact. Print the word CHRISTMAS across the center.

*Presentation.*—Show your cards to the class and then place them in the front of the room where all can see them.

Let the children choose one of the borders you used and practice drawing cards at the blackboard or at their seats and then make them, as you give careful directions.

*Requirement from each pupil.*—At least one good card to take home and one to be handed in.

## JANUARY.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Splints, corn, pencils, charcoal, paper.

*Forms to be represented.*—Action figures. (Nos. 1 to 7, Plate VII.)

*Teacher's preparation.*—Draw two or three large figures on the blackboard for each lesson.

Before you present the lesson which is to be handed in, draw four figures on paper to show the pupils how to place their figures.

*Presentation.*—Have the children reproduce the figures with splints and corn first and later draw the same figures. They should use soft gray lines and give careful attention to placing.

*Requirement from each pupil.*—One sheet showing any four figures from this plate.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Animals by imitation. (Nos. 7 to 12, Plate XI.)

*Teacher's preparation.*—Make large copies of the animals, two for a lesson, on the blackboard and on paper.

*Presentation.*—Have the children copy them with charcoal and pencil in soft gray lines.

You can make this an interesting lesson at the blackboard.

*Requirement from each pupil.*—One sheet showing two drawings.

## FEBRUARY.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Grasses and trees by imitation. (Nos. 5, 6, 7, 8, Plate III.)

*Teacher's preparation.*—Make enlarged copies on the blackboard of Nos. 5 and 6 for the first week and of Nos. 7 and 8 for the second week.

Draw any one of these numbers on paper.

*Presentation.*—Show the pupils how you placed your work on paper and have them reproduce the drawings in broad, gray lines. Insist upon correct placing.

*Requirement from each pupil.*—One good drawing.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Landscapes by imitation. (Nos. 1 and 2, Plate IV.)

*Teacher's preparation.*—Draw an enlarged copy of landscape No. 1 on the blackboard for the third week and of No. 2 for the fourth week.

Draw either one of these on paper.

*Presentation.*—Show the children your paper and talk about the placing, then have them draw a landscape. They may turn the paper sidewise for this work.

Always have a frame made around landscapes. See that an even margin of 2 centimeters is left outside the frame.

*Requirement from each pupil.*—One good landscape.

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### **MARCH.**

*Time.*—Three twenty-minute periods a week.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Flowers, leaves, and grasses by imitation. (Nos. 3 and 4, Plate III.)

*Teacher's preparation.*—Draw an enlarged copy of No. 3 on the blackboard for the first week and of No. 4 for the second week. Have specimens of the flowers and grasses represented and one drawing on paper to show the class.

*Presentation.*—Let the children draw at the blackboard if you can. Show them your paper, talk about placing, especially in regard to long-stemmed flowers and grasses, and have them draw on paper. The lines should be soft and gray and the drawings large.

*Requirement from each pupil.*—One sheet showing either No. 3 or No. 4.

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## SECOND GRADE.

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## JUNE.

*Time.*—Three twenty-minute periods a week.

*Materials.*—Bamboo, rulers, knives, wrapping or catalan paper, paste.

*Forms to be made.*—Splints and envelopes. (No. 10, Plate VIII.)

*Teacher's preparation.*—Ask the children to bring pieces of bamboo and knives to school before the first lesson.

Make an envelope according to the measurements given on the plate. Draw the parts of the envelope as given on Plate VIII on the blackboard, using the exact measurements suggested there.

*Presentation.*—When the children have made their splints, have them make their envelopes. Show them the one you have made and place it in the front part of the room. Give them careful instructions *as* they work. The measurements must be accurate. Each pupil should write his name and grade on the flap of his envelope.

*Requirement from each pupil.*—

Five splints 5 centimeters long, about  $\frac{1}{8}$  centimeter wide.

Five splints 10 centimeters long, about  $\frac{1}{8}$  centimeter wide.

Five splints 20 centimeters long, about  $\frac{1}{8}$  centimeter wide, and other odd lengths that may be left.

One envelope.

(Each pupil should keep his splints in a little bag or box.)

## JULY.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Different lengths and widths of lines. (No. I, Plate IX.)

*Teacher's preparation.*—Draw these lines on the blackboard using the lengths suggested on the plate. Practice drawing them until you can make them of these lengths without measuring.

*Presentation.*—Let the children look at one of the lines; or draw another just like one of these lines and let them look at it a moment. Cover it and let two or three children reproduce it on the blackboard, the same length and width as yours. Measure their lines and compare them with yours. Have several pupils try the same line working rapidly.

Do the same with any of the other lines, being careful to let the children see but one line at a time, and that but for a moment.

When they draw the lines on their papers, have them pass to the blackboard, hold their papers beside the lines you have made, and compare the length and width of their lines with yours.

Do not make any of your lines longer than the longest one suggested on the plate (20 centimeters) or the children will not be able to make exact copies on their paper. Continue this work until the class can reproduce each line accurately.

*Requirement from each pupil.*—One sheet showing No. 1, Plate IX.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Leaves and vines by imitation. (Nos. 4 and 5, Plate IV.)

*Teacher's preparation.*—Ask the class to bring specimens to school.

Draw No. 4 on the blackboard the first week and No. 5 the second week large enough so that the figures may be seen from all parts of the room. Keep them covered until the drawing period.

Draw one of these specimens on paper.

*Presentation.*—Have the children reproduce your drawings with soft gray lines, after looking at the placing of the drawing on your paper.

*Requirement from each pupil.*—One sheet of No. 4 and one of No. 5, Plate IV.

## AUGUST.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Splints, pencils, charcoal, paper.

*Forms to be represented.*—Borders made with vertical and horizontal lines. (Nos. 2 and 3, Plate IX.)

*Teacher's preparation.*—Draw on the blackboard an enlarged copy of Nos. 2 and 3, Plate IX. Be sure that your lines are 5 centimeters, 10 centimeters, and 20 centimeters, respectively, in length, so that the children's splints will correspond.

*Presentation.*—Have the class reproduce the lines with splints and, when they can do so and keep the lines straight and the spaces even, have them lay splints as they count quietly with you, 1, 2, 3, 4, 5, 6—1, 2, 3, 4, 5, 6. (The counts are given on the plate.) Continue this practice until they can work quickly and still keep the lines straight and the spaces even. Give them a lesson at the blackboard, if possible, and then have them work with pencil or charcoal.

*Requirement from each pupil.*—One sheet showing a border of each design extending across the paper, placed equal distances from the top and lower edges of the paper.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Flowers by imitation. (Nos. 1 and 2, Plate V.)

*Teacher's preparation.*—Ask the pupils to bring in specimens.

On the blackboard, draw an enlarged copy of No. 1 for the third week and of No. 2 for the fourth week. Keep them covered until the drawing period.

Draw either flower on paper. Refer to 1 (a) under "Requirements of Pupils."

*Presentation.*—Show your paper to the class and talk about the placing.

Have the children reproduce the drawings in soft gray lines.

*Requirement from each pupil.*—One sheet containing No. 1, and one sheet containing No. 2.

## SEPTEMBER.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Splints, corn, pencils, charcoal, paper.

*Forms to be represented.*—Action figures. (Nos. 8, 9, 10, 11, Plate VII.)

*Teacher's preparation.*—Make large copies of these action figures on the blackboard and on paper.

*Presentation.*—For the first lesson or the first two lessons of each week, have the children reproduce the figures with splints and corn. Do not let them make all of the soldiers in No. 11 in one day. For the other lesson or lessons of each week have them draw the same figures. Help them to keep the spacing even by showing them your paper.

*Requirement from each pupil.*—One sheet of well-placed figures.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Faces, made by a few lines, by imitation. (No. 1, Plate XIII.)

*Teacher's preparation.*—Draw enlarged copies of the faces on the blackboard.

Draw four faces on paper.

*Presentation.*—Have the children copy them with soft gray lines. Have the faces arranged so that they are even distances from the edges of the paper.

*Requirement from each pupil.*—One sheet showing four well-placed faces.

## OCTOBER.

*Time.*—Three twenty-minute periods a week.

*Materials.*—Pencils, paper.

*Forms to be represented.*—The alphabet (to be used in lettering). (Plate X.)

*Teacher's preparation.*—Put the alphabet on the blackboard in the arrangement suggested on the plate.

*Presentation.*—Have the children draw two parallel lines 2 centimeters apart, and place the letters between them.

Have them work on practice sheets before attempting to print on those they are to hand in.

*Requirement from each pupil.*—Four sheets containing the letters for the four weeks.

## NOVEMBER.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Slanting lines. (No. 4, Plate IX.)

*Teacher's preparation.*—On the blackboard make an enlarged copy of the first two figures the first week and of the other two figures the second week.

*Presentation.*—Give the children practice in making the figures before allowing them to work on the sheets which they are to hand in. They must make the spaces even and form the lines into squares.

*Requirement from each pupil.*—Two sheets containing four well-placed squares.

### THIRD AND FOURTH WEEKS.

*Materials.*—Splints, pencils, charcoal, paper.

*Forms to be represented.*—Border of slanting and horizontal lines. (No. 5, Plate IX.)

*Teacher's preparation.*—Draw the border on the blackboard.

*Presentation.*—For the first lesson or the first two lessons of each week have the children practice with splints, laying them as they count quietly with you. (The counts are given on the plate.) The spaces must be equal and the horizontal lines straight.

In the other lesson or lessons, let them work on their practice sheets and then on the ones they are to hand in.

*Requirement from each pupil.*—One sheet containing two well-placed borders.

## DECEMBER.

*Time.*—Three twenty-minute periods a week.

*Materials.*—Pencils, paper, scissors or knives.

*Forms to be made.*—Six-pointed Christmas stars. (No. 6, Plate IX.)

*Teacher's preparation.*—Ask the class to bring scissors or knives to school before the first lesson.

Draw all of No. 6 on the blackboard and make a star of paper.

To do so, make a square from a sheet of drawing paper.

Fold it into a three-cornered figure or triangle. See (b) on the plate.

Fold again, into a smaller triangle. See (c) on the plate.

Fold as indicated by the dotted lines on (c) of the plate to form a figure like (d).

Cut as indicated by the dotted line on (d). If the children were unable to bring scissors or knives to school, they can tear carefully as indicated by the dotted line.

Open and print the word CHRISTMAS across the star.

Run a cord through one point, so that the star can be hung up.

If possible paste the star on heavy white cardboard cut the same shape.

*Presentation.*—Show the pupils the star you have made and hang it up in the front of the room.

Make a star *with* them as you give them careful directions. Refer to the blackboard drawings.

*Requirement from each pupil.*—A Christmas star to keep on file and at least one to take home.

## JANUARY.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Objects by imitation. (Nos. 5 to 11, Plate II.)

*Teacher's preparation.*—Draw Nos. 5, 6, 7, and 8 on the blackboard the first week and Nos. 9, 10, and 11 the second week. Draw No. 6 on paper. Make it large and in the center of the paper.

*Presentation.*—Show the children that No. 6 is developed from No. 5, No. 8 is developed from No. 7, and that No. 11 is developed from No. 10.

Let the children practice drawing these objects. Both sides of the paper may be used in practice work. In the center of the paper each pupil should make one large drawing with soft gray lines or masses.

*Requirement from each pupil.*—One sheet containing No. 6 and one containing No. 8, both well placed.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Animals by imitation. (Plate XII.)

*Teacher's preparation.*—Make enlarged drawings on the blackboard, two for a lesson.

Draw one animal on paper, as large as you can and still keep it in proportion to the size of the paper.

*Presentation.*—Talk about the placing, show the class your paper, and have them reproduce your drawings in soft gray lines.

*Requirement from each pupil.*—Two sheets, each one containing a drawing of any of these animals.



## FEBRUARY.

*Time.*—Three twenty-minute periods a week.

### FIRST AND SECOND WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Vegetables by imitation. (Nos. 2 and 3, Plate XIII.)

*Teacher's preparation.*—Make enlarged copies of the drawings on the blackboard and have the specimens of the vegetables you have represented to show the class.

Make one large drawing of a vegetable in the center of a paper to show the children.

*Presentation.*—Lead the children to discuss the vegetables and drawings, including placing, before they draw them. Give them both charcoal and pencils to work with.

*Requirement from each pupil.*—A large drawing, correctly placed.

### THIRD AND FOURTH WEEKS.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Leaves and trees by imitation. (Nos. 3 and 4, Plate V.)

*Teacher's preparation.*—Ask the children to bring leaves to school.

Draw enlarged copies of Nos. 3 and 4 on the blackboard.

Draw either leaves or a tree in the center of a paper. Make it as large as you can and keep it in proportion to the size of the paper.

*Presentation.*—Show the class your drawing and talk about the placing.

This is a good lesson for blackboard and charcoal work.

*Requirement from each pupil.*—One sheet of drawing, well-placed.

### MARCH.

*Time.*—Three twenty-minute periods a week.

*Materials.*—Pencils, charcoal, paper.

*Forms to be represented.*—Landscapes by imitation. (Nos. 1, 2, and 3, Plate IV.)

*Teacher's preparation.*—Draw enlarged copies on the blackboard, being sure to enclose each landscape as on the plate.

Draw the landscape on paper.

*Presentation.*—Have the children draw with charcoal and pencil.

They should work on only one landscape in a lesson, first making the border for it, 3 centimeters from the edge. Show them how it looks on your paper. It will take several lessons to obtain good results.

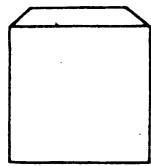
*Requirement from each pupil.*—No. 3 landscape.



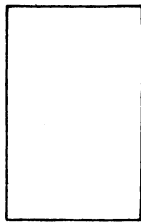




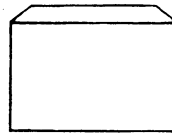
PLATE I. CONTEMPORARY DESIGN



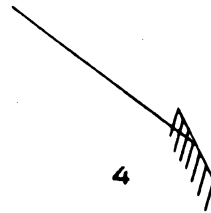
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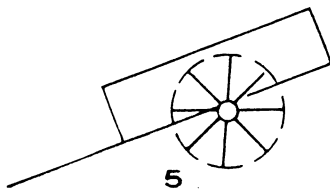
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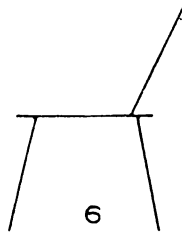
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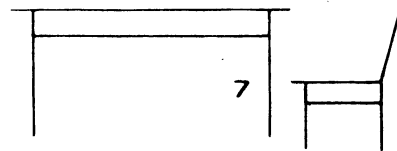
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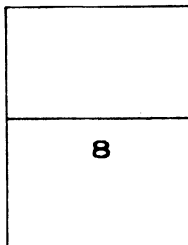
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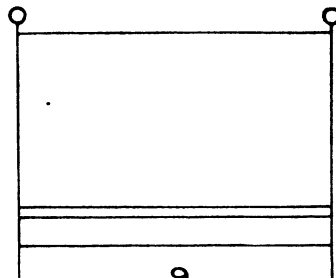
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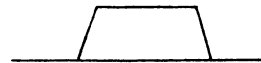
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8



9



10



11

PLATE I.



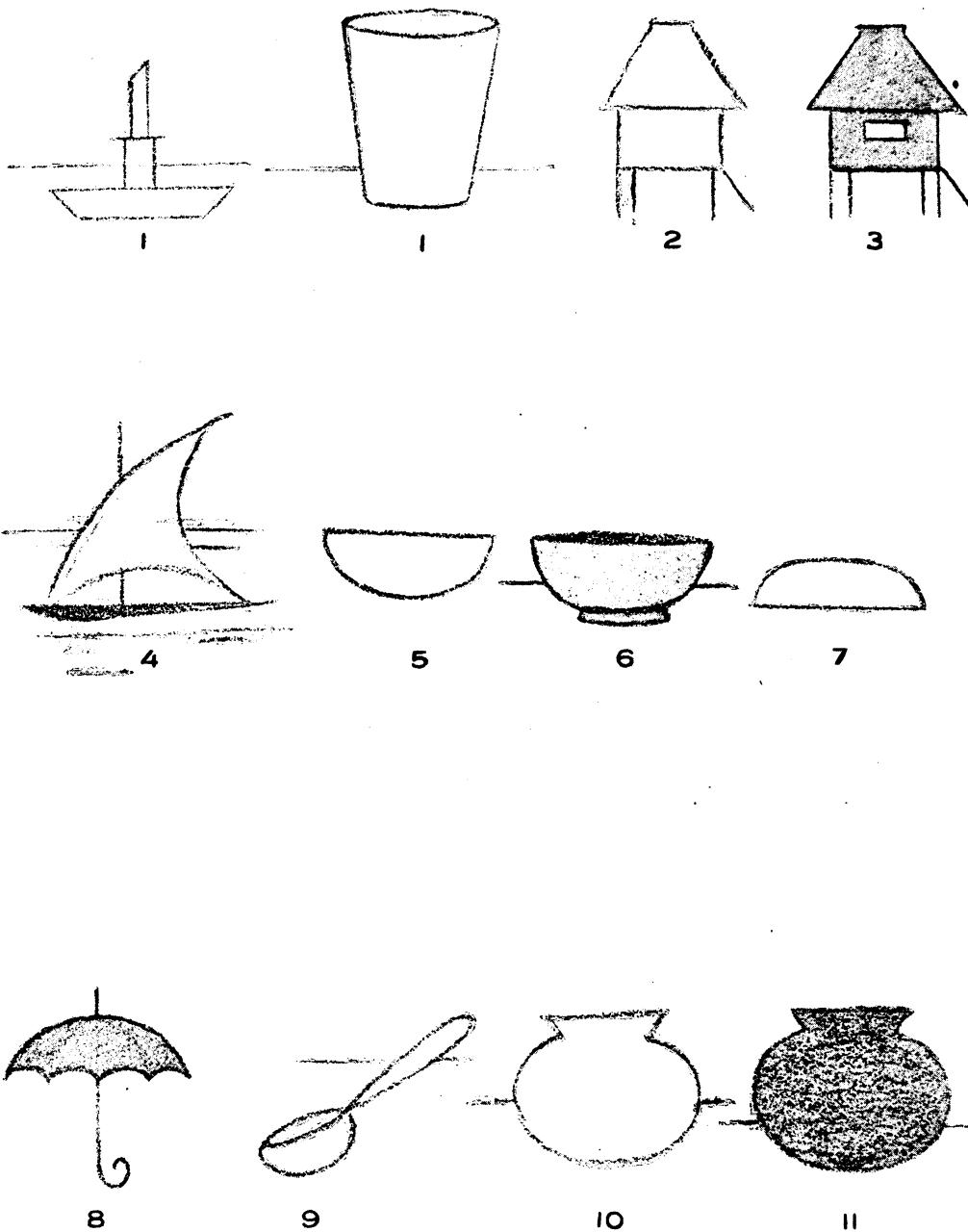


PLATE II.





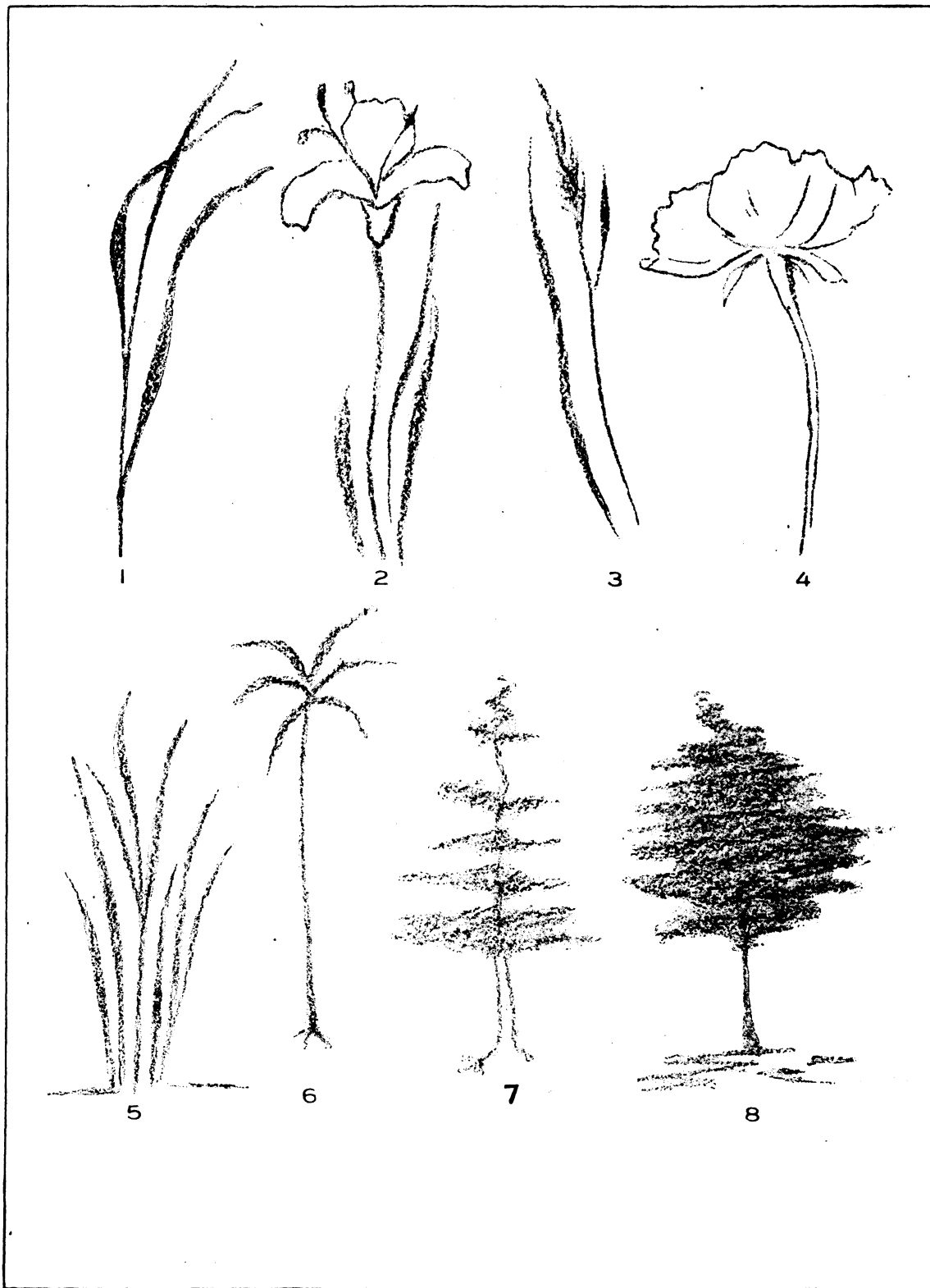


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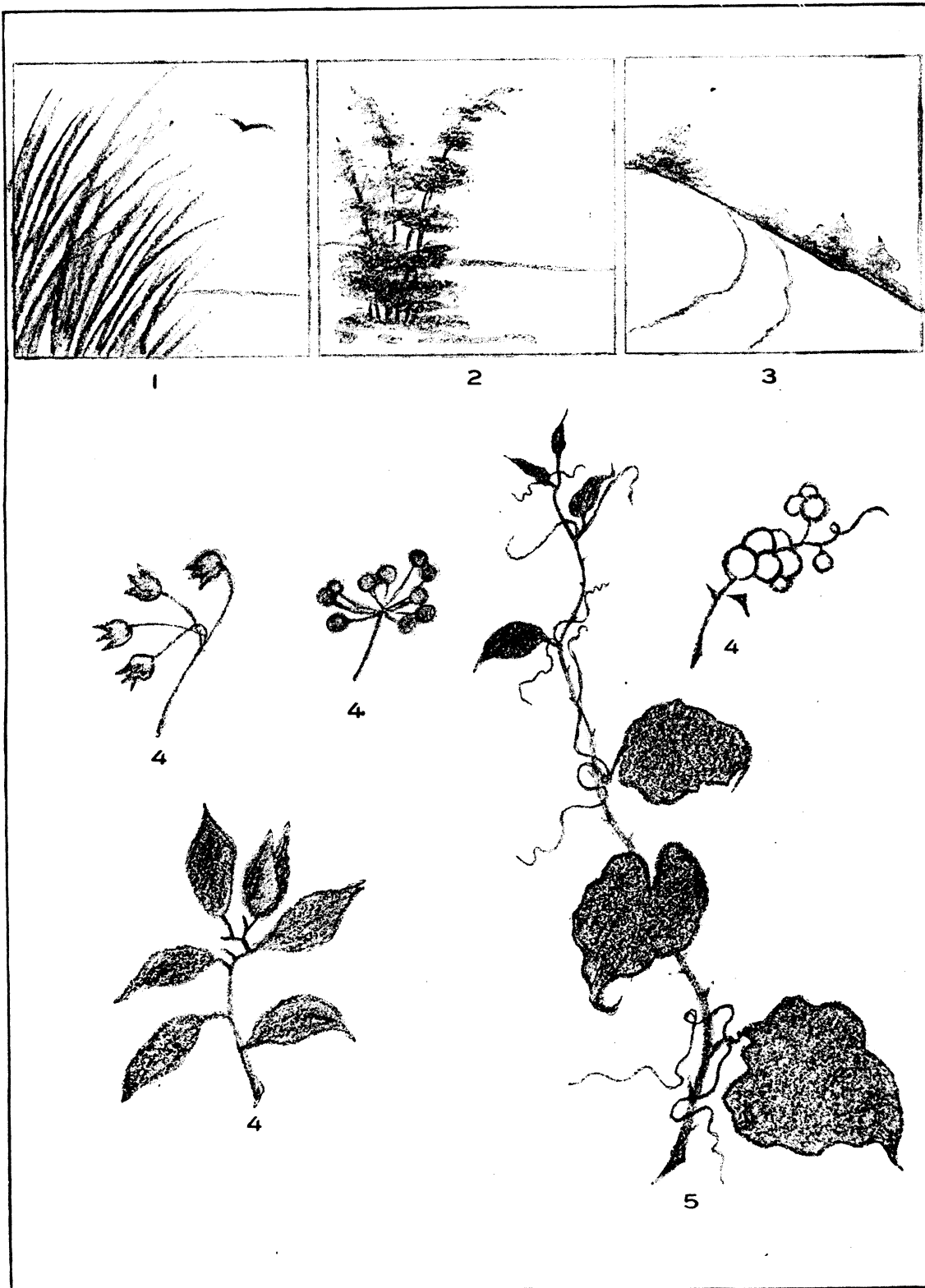
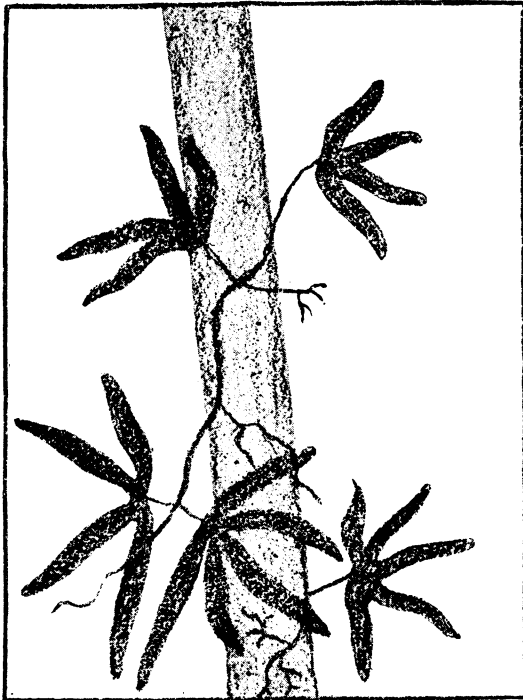


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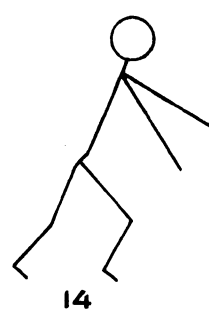
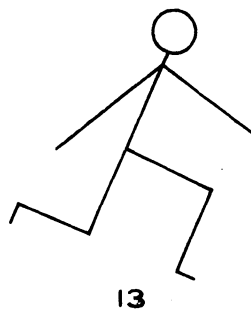
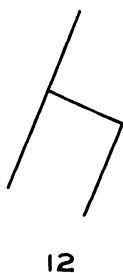
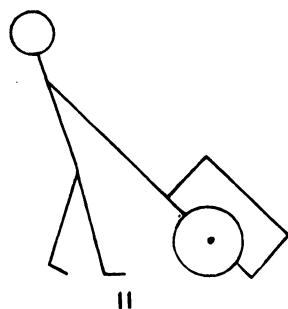
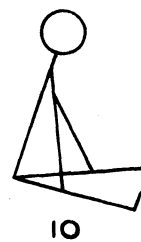
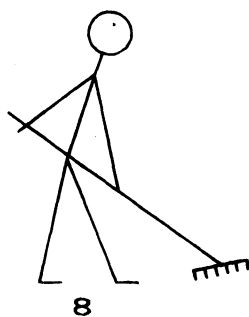
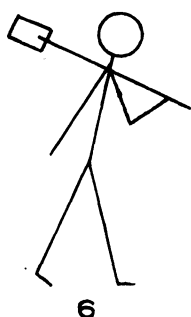
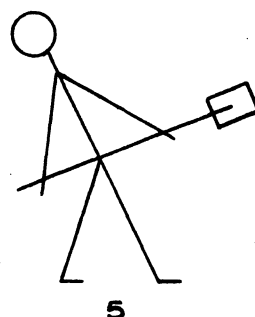
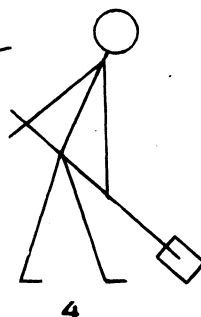
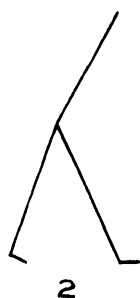
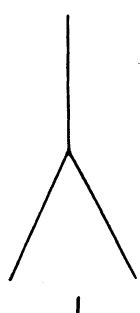


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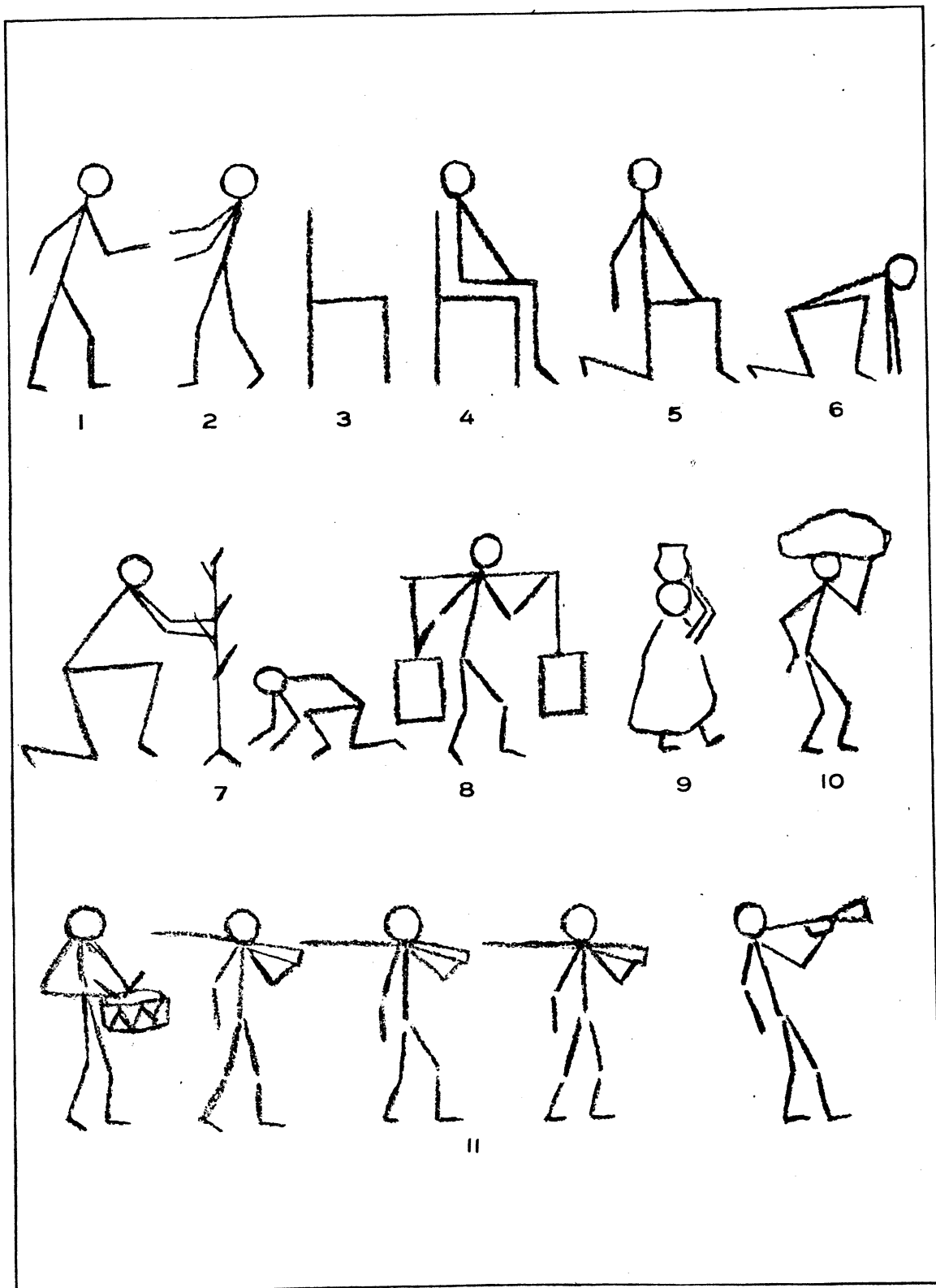
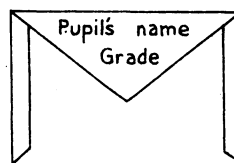
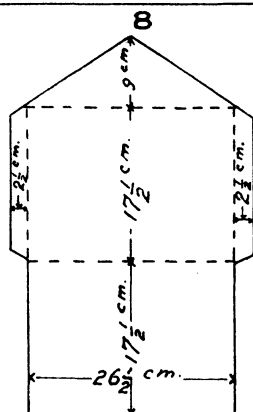
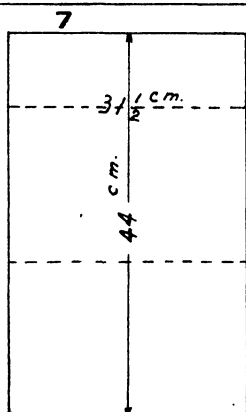
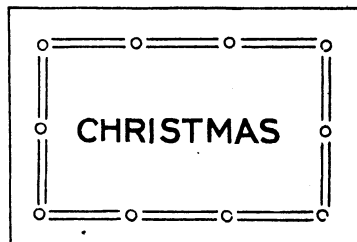
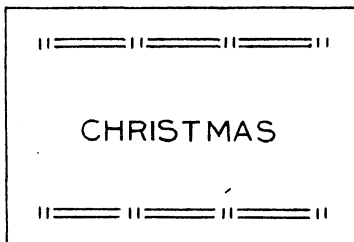
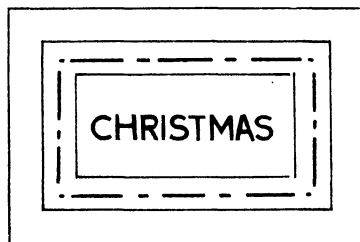
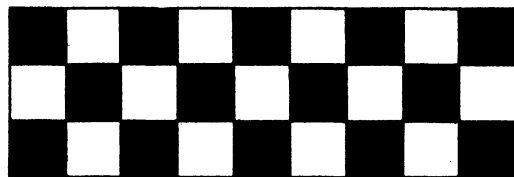
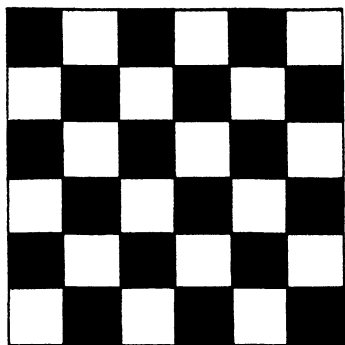
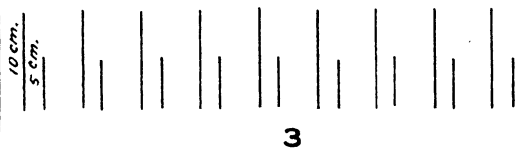
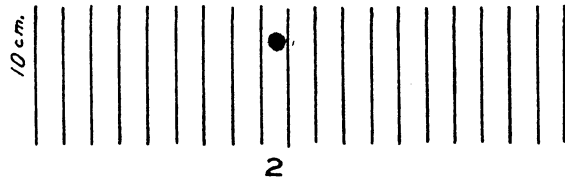
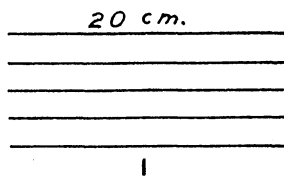


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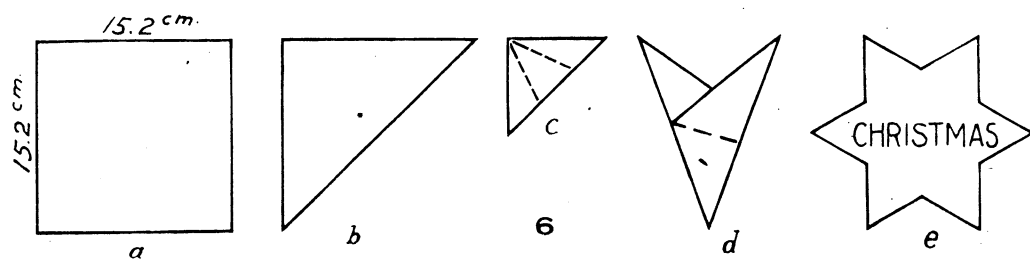
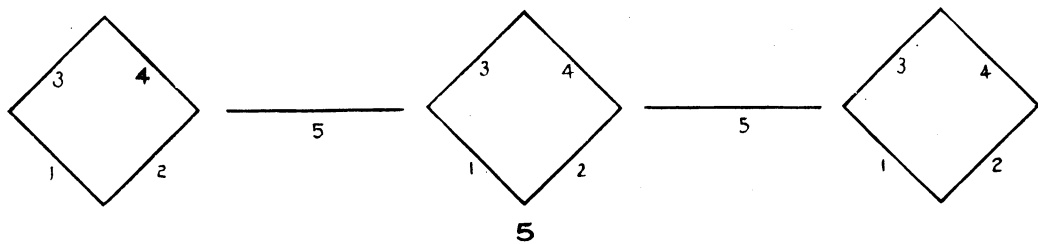
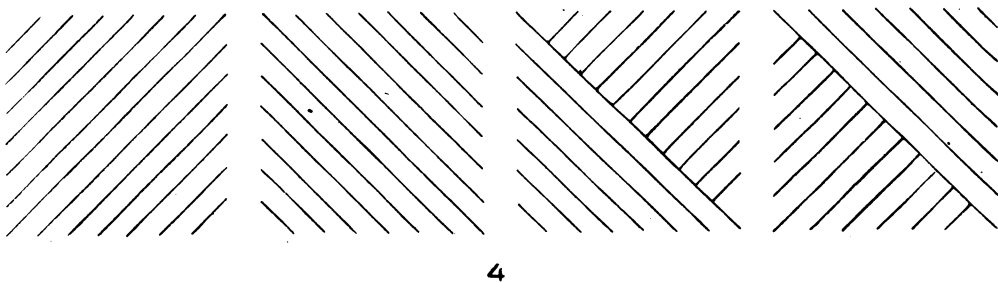
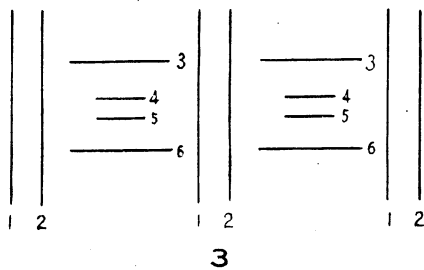
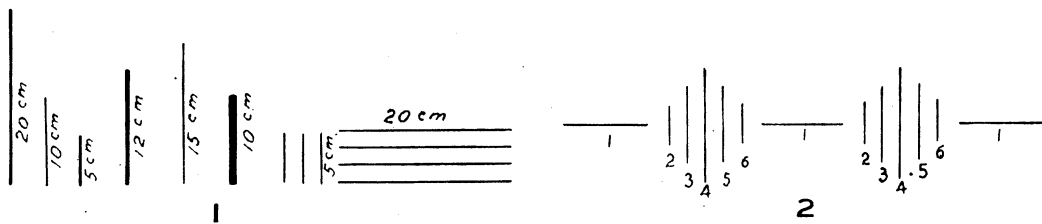


PLATE IX.



EXHIBITION 1900

I L T H E F

1<sup>st</sup> WEEK

O Q C G S

M N U J

2<sup>nd</sup> WEEK

P R K B D

3<sup>rd</sup> WEEK

A V W X Y Z

4<sup>th</sup> WEEK





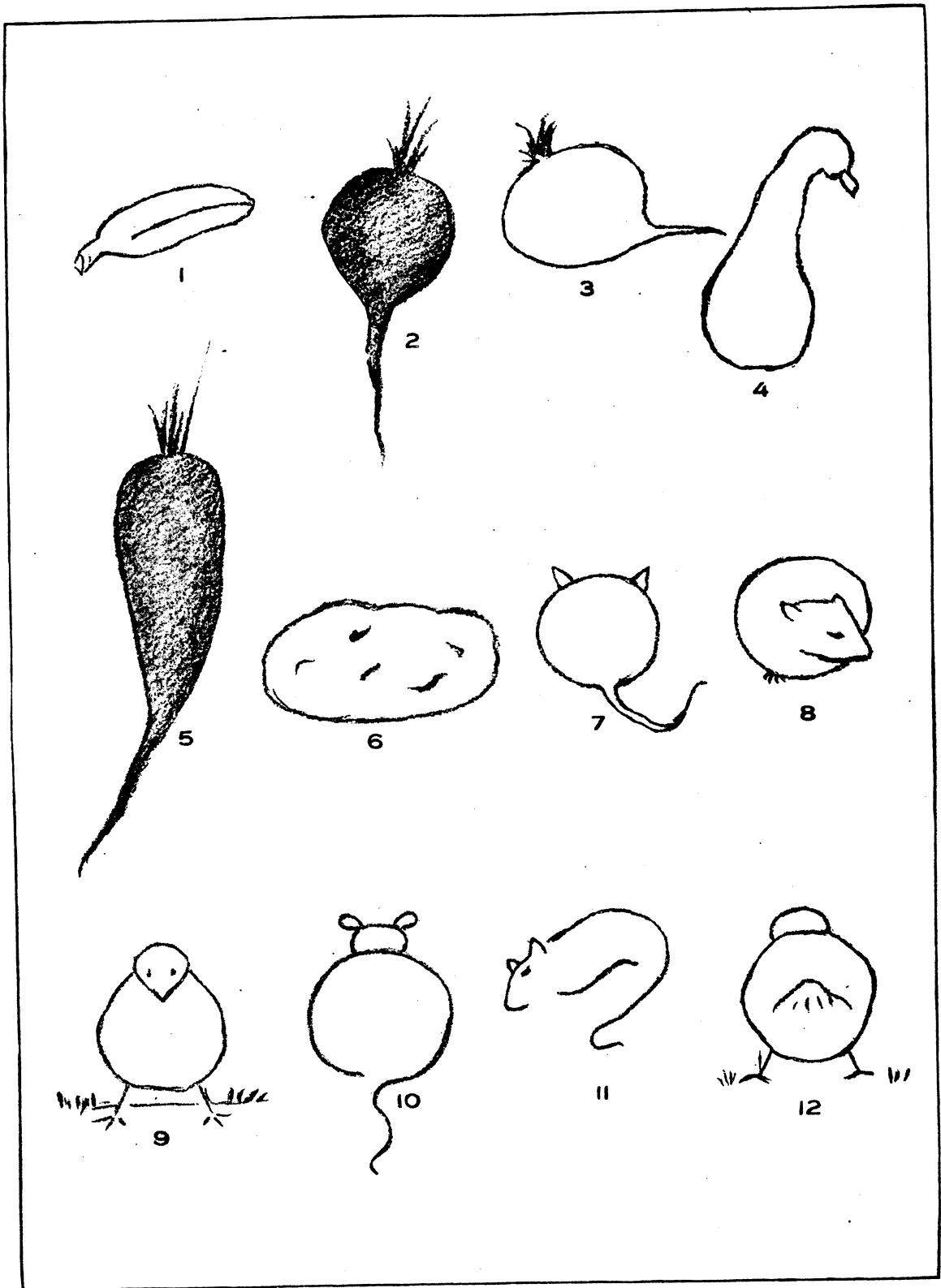


PLATE XI.



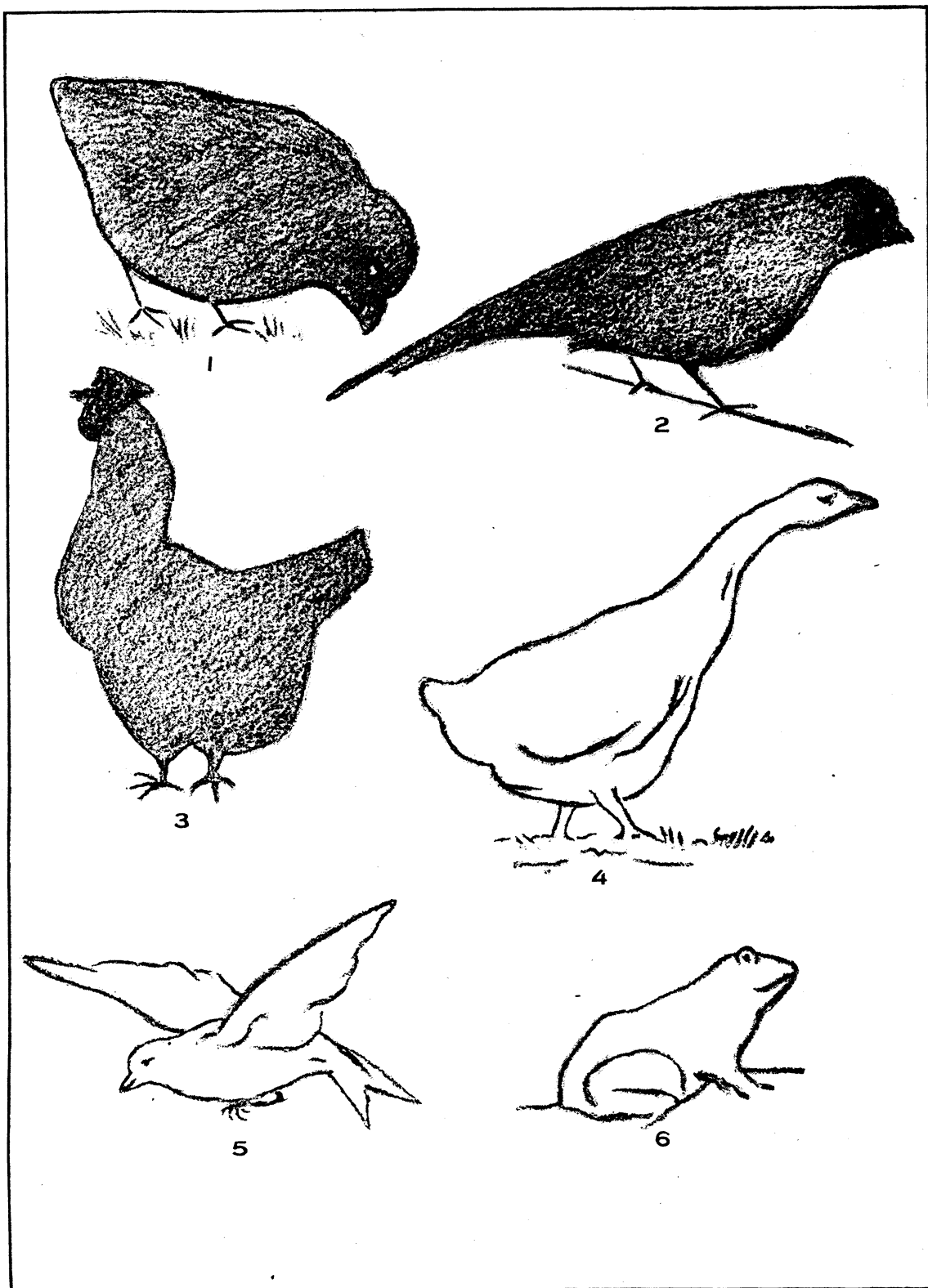
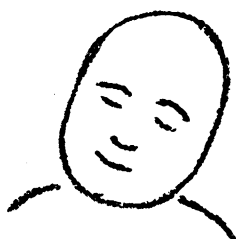
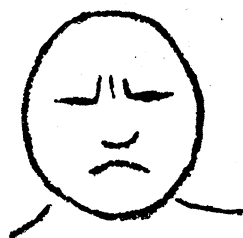
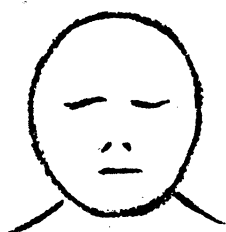
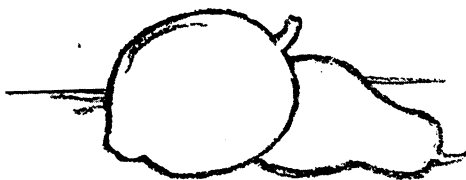


PLATE XII.





1



2



3



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